

The Arkansas State School For The Blind



Catalogue Issue
1945

LITTLE ROCK, ARKANSAS

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AIRPLANE VIEW OF SCHOOL

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Arkansas School for the Blind



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Administrative Staff

F. E. Davis	Superintendent
J. M. Woolly	Principal
Lollie Hankins	Secretary-Bookkeeper
R. B. Kidd	Steward, Field Agent

FACULTY

Mrs. Franklin Edwards	English
Z. T. Spikes	Social Studies, Boys Physical Educ.
Howard Stone	Mathematics
F. M. Connell	Boys Industrial Arts
Eula Shults	Home Economics
Mrs. Emmadell Mitchell	
.....	Speech, Physical Education and Commercial
Virginia Short	Music
Raymond Sykes	Music
Harvey Cornelson	Tuning
Bette Dixon	Intermediate
Bernice Grantham	Intermediate
Mrs. Annie Lee Sharp	Primary
Mrs. Alva Rush	Kindergarten and Remedial

SUPERVISORS

F. M. Connell	Large Boys
Mrs. Franklin Edwards	Large Girls
Z. T. Spikes	Intermediate Boys
Bette Dixon	Intermediate Girls
Bernice Grantham	Intermediate Girls
Mrs. Nell Taylor	Small Boys
Mrs. Martha Temple	Small Girls

HEALTH STAFF

Dr. Fred Harris, M. D.	Physician
Dr. W. J. Schwarz, M. D.	Ophthalmologist
Dr. R. T. Cook, D. D. S.	Dentist
Mrs. Raymond Sykes, R. N.	Nurse
Mrs. Nina Carmical	Assistant Nurse
Charlotte Ketchum	Dietitian

MAINTENANCE STAFF

E. A. Callanen	Engineer
L. R. Magness	Night Watchman
E. D. White	Custodian-Yardman
Edd Willkett, Jr.	Yardman and Bus Driver

COLORED DEPARTMENT

Earl Chue	Principal	Edna Chiles	Music
Eugene Smith	Industrial	Hattie Chue	Matron

PURPOSE AND PHILOSOPHY

The Arkansas School for the Blind is a school for the education of the blind and partially sighted children of this State, who because of this handicap are not able to receive an education in the public schools.

It is the desire of the Arkansas School for the Blind to provide the best known facilities for the visually handicapped children of the State to secure an education adapted to their needs. To provide a broad general training that will equip them for good citizenship in home, state and nation, to provide a cultural background that will enable them to live fuller and richer lives, and to give specific training along vocational lines that will make for economic stability and independence.

The educational philosophy governing this School takes the child as the unit of instruction. Children come here varying greatly in mental abilities, physical fitness, ambitions and attitudes. It is the job of the School to discover abilities and defects. Abilities should be developed by selected educational activities, while defects should be removed to make the child more properly a normal social being. This view means that our School standards must be flexible. All pupils of the same grade levels will not have the same kind of educational experiences, but they will have learned to succeed in some activities. Success is important; hence it is important to place the child in a learning situation which fits his needs and interest.

HISTORY

About ninety years ago a group of Arkansas citizens began the first movement for the education of blind children. Rev. James Chaplain, a blind Methodist minister at Clarksville first recognized the need, and gathering together what few pupils he could reach he started teaching what was probably the first formal teaching of the blind in the state. However, after a year of tiresome effort, endless discouragement and practically no financial support Rev. Chaplain was forced to discontinue his school.

It was not until years later, that Rev. Haucke, a blind Baptist minister was able to re-establish an interest in education of the blind and open a school in Arkadelphia known as the "Institute for the Education of the Blind." The following year, 1859, Governor Conway appointed a Board of Trustees and the institution was incorporated. However, it was still only a charity institution but the people of the state desired the institution so much that they, with the particular help of the citizens of Arkadelphia subscribed \$1,600.00 for the maintenance of the institution.

Mr. Otis Patton, a blind man, is really responsible for the early progress of the school from that embryonic stage. Made superintendent in 1859 he worked, with the help of Mr. Isaac Lawrence for the advancement of the school and in 1861 secured the passage of a small appropriation by the state legislature. The story of those first years of struggle of Mr. Patton, a struggle to keep the school running with an amazingly small amount of money, with practically no equipment and staff, and a struggle which ended with the shutting down of the school for three years due to the danger of the Civil War, is indeed a very readable one.

In 1861 still under the direction of Mr. Patton, the school was moved to Little Rock so that its central location here would better enable all blind persons in the state to attend. In 1885 provision was made by the Legislature under the leadership of Governor Simon P. Hughes for the erection of permanent buildings for the institution, the name of the school having been changed by the 1877 Legislature to "The Arkansas School For the Blind." With the laying of the corner stone, with Masonic ceremonies, the real history of the Arkansas School For the Blind began—a history which has seen that first student body of twenty-eight and that small faculty grow into one of the most valuable of institutions for blind education. But just as that first institution outgrew its first quarters consisting of an old private home in Arkadelphia, so the next institution outgrew its plant on 18th and Center streets which it had occupied for over fifty years. The members of the Board of Trustees of the school, Governor Carl E. Bailey, and members of the 1937 Legislature, seeing the need for a more adequate plant made an appropriation of \$150,000.00 for the erection of a new set of buildings to be located on the west end of the ground of the School for the Deaf. With the aid of labor from the Works Progress Administration and with the aid of an additional appropriation by the 1939 Legislature of \$30,000.00, the new buildings were completed. Evacuation of the old plant was completed in August, 1939.

Due to a greatly expanded Vocational Program in 1939-40 the members of the Board of Trustees of the School, Governor Homer M. Adkins, and the 1941 Legislature saw the need for more adequate vocational facilities. Therefore, the Legislature appropriated \$8,000.00 for the construction of a Home Economics building and an addition to the Boys' Vocational building. With the aid of labor from the Works Progress Administration these buildings have been completed.

IMPROVEMENTS

One of the outstanding improvements made on our campus during this biennium was the black-topping of the drives and



parking areas. The 1943 Legislature appropriated \$5,000.00 to buy the materials and with the fine cooperation of the State Highway Department the drives were completed in June, 1944.

The new addition to the Boys Vocational building has been occupied. At present it is housing the mattress department and a finishing room for the woodworking department. This additional 1200 square feet of floor space has enabled us to broaden our Vocational course and has greatly added to the efficiency of our other departments.

The most recent addition to our Boys Department is the modern vocational Rabbitry. This unit consists of 45 hutches, so placed and constructed that it is easy for the visually handicapped boys to do a thorough job of cleaning under each tier of hutches by flushing them with a water hose. This unit has been very interesting and successful. More complete details will be given under the Boys Vocational Department.

One large outside skating rink has been constructed on the girls side of the campus. This rink is 50x80 feet with an incline on the inside and outside edges to aid the students in staying on the rink. A schedule has been worked out whereby both boys and girls have access to this rink until the one on the boys campus has been constructed.

Our new Home Economics Cottage has been newly equipped and organized on the home management plan. The Advanced Home Economics girls live in the cottage under the supervision of the instructor. More detailed report will be given under the Home Economics Department.

All floors have been refinished throughout the buildings. Walls have been washed, and many improvements have been made which will be mentioned in departmental reports.

SOCIAL ADJUSTMENT PROGRAM

In recognition of the important part which a pleasing personality plays in the social and economic success of any individual, and especially realizing that visually handicapped people cannot be successful in life regardless of vocation, unless they are socially fit and acceptable to the sighted world, the School has prepared and put into effect with splendid success a comprehensive social adjustment program.

To begin we are able to insert a 30 minute period into our morning schedule during which time no junior or senior high school subjects were scheduled. This period was used for social adjustment classes. A Steering Committee was selected from the faculty to direct the program and the student body was divided into three groups for instructional purposes. Three

teachers then spent one week discussing Personality and preparing a check sheet for each student. This sheet was simply a listing of the things in which the student thought he needed improvement. The faculty then discussed each sheet and added to it anything which the student had overlooked. After which a conference was had with the student to explain why we had added items. At the end of the year another conference was held with each student to talk over with him the improvements he had made. This same sheet was again used as a basis for the conference. After this last series of conferences at the end of the year, each teacher was asked to nominate one boy and one girl to be awarded a Twenty-Five Dollar War Bond given by Mr. H. A. Emerson, a former member of our Board of Trustees. These bonds were to be awarded to the boy and girl who had made the most progress in social and personal adjustment during the year. Each nomination included reasons why that particular student should receive the award. The nominations were then reviewed and the award winners selected.

The second series of units which were taught for 3 weeks to each of our three groups were: Table etiquette, Introductions, Invitations and Conversation, and Personal Appearance.

For the third series we chose Eurhymics, Manners at Home in Public Places, and Boy and Girl Relationships. This unit was two weeks in length for each group. Fourth, we taught Blind-Sighted relationships, Music Appreciation and Blindisms. This unit was also two weeks in length for each group.

The final unit consisted of games, Periodicals and use of the Radio and Telephone, for a two weeks period.

In addition to these class activities we had several speakers from the city and state at our assembly programs who were especially selected because they had something to offer which we felt would fit in with what we as a faculty were trying to do. For example, Dr. Marion A. Boggs, Pastor of the Second Presbyterian Church, Little Rock, reviewed Dr. Harry Emerson Fosdick's book "On Being a Real Person."

Each topic of the various units was taught by members of the faculty whom the steering committee felt were especially qualified to teach that particular topic. After the topics were selected and assigned the teachers were asked to submit a teaching outline of their subject to the Committee.

The social life of the student body was built around this program during the year. As each unit of instruction was finished and often during a unit, some special feature was planned and executed by some one or more of the three groups into which the student body was divided. For example at the conclusion of the table etiquette course a banquet was given. As

you noticed two other courses were also in progress at this same time, namely, personal appearance and introductions, invitations and conversations. Each group was responsible for some phase of the banquet. One group planned the menu, another the program and the third did the decorating.

Early in January we began to teach the boys and girls to dance. Very few of them were able to do so in the beginning but before the end of the school year all were fairly proficient. For music for dancing we started using the piano. After two or three dances we shifted to the record player using records which we felt were usable by our beginning group. By the middle of the second semester we felt that we were able to start using a small dance band formed by the students.

We had one formal dance near the close of the school year. We feel that dancing has done much to develop in our students a better sense of balance thus enabling them to get around far better than they were able to before the program started.

Until this year our boys and girls were together only in class and at a very limited number of entertainments. This year in addition to dancing, picnicing, and other more or less formal entertainment were allowed them to skate together on our new skating rink once a week. This of course, as all other activities were, was supervised by one or more faculty members.

In the student dining room tradition kept boys on one side and girls on the other. However, we determined to try seating both boys and girls at the same table. We shifted them about from time to time so that every one became acquainted. One partially sighted boy or girl served as host or hostess and did the serving at each table. Our experiment proved highly successful in that it helped a great deal in our efforts to improve table etiquette, and social conduct in general.

We feel that our efforts have been well repaid in the advancement we have seen in almost every member of the student body. We have seen much of the stiffness in their walk disappear, introductions have become increasingly easy for them to perform. Many of their blindisms have disappeared, and in general our students have come to approach a state of normalcy which we have long desired and often despaired of ever obtaining. The student response was most gratifying and I firmly believe that this program has now become a permanent part of our curriculum.

ADMISSION

To secure admission to the Arkansas School for the Blind, a child's vision must be so defective that it is unable to secure an education in the ordinary seeing school. The vision should



be 20/200 or less in the better eye after refraction; or the diagnosis of the eye difficulty should indicate a progressive condition. Final admission to the school is determined by the result of the examination made by the school's oculist. The child must be in good health, of good moral character and of sound mind and within the ages of six and twenty-six. It is to be remembered that this institution is a SCHOOL and in no way an ASYLUM. It is not the purpose of this school to retain imbeciles or pupils of deficient mentality simply because they are blind. If the child is destitute this fact should be certified by the county welfare director. No charge is made for board, laundry and tuition in any department of the school for any pupil.

Pupils may enter not later than thirty days after the beginning of the school term. Registration for the second semester must be completed by the end of the first two weeks. To secure the full benefits of the school, pupils should enter on the opening day of the session. All pupils return to their home during the Christmas holidays and at the close of the scholastic year.

Under the provision of the Compulsory Attendance Law "every parent, guardian or other person having control of any mentally normal minor over eight years of age who is defective in sight to the extent that he cannot be benefitted by instruction in the public schools, shall be required to send such minor to Arkansas School for the Blind at Little Rock. Such minor shall continue to attend said school for a term of the course of instruction prescribed for said school by the Honorary Board of Managers, or any other body or person designated by law to have control of said school, or until he has been discharged by the Superintendent of the school. It is provided, however, that minors of the Negro race who come under the requirements of this section shall be placed in a separate school located at such place or places as may be determined by the State Board of Control." Failure to comply with this law carries a fine or not less than \$10.00 or more than \$50.00.

All citizens and especially county officers and welfare directors, are earnestly requested to notify the superintendent of any child who should attend the school for the Blind. It is the ardent hope of the Board that every child in Arkansas who is eligible shall attend this institution.

While it is the sincere wish of the teachers and officers to have in the school every young person of sound mind, good moral character, and free from infectious or offensive diseases, yet we are pledged to those who send their children to us and to the public, that we will not take or retain in the school persons of immoral character or habits.

For further particulars, address the superintendent, who will gladly furnish information to parents or guardians of blind children or those who wish to seek admission of the child to the school.

LITERARY DEPARTMENT

The course of study from Kindergarten through the Twelfth grade includes all subjects offered in the public school—Mathematics, English, History, Literature, Geography, Science and other subjects which the seeing child is offered. Since Economic independence of the blind person is a major problem both of the State and Society, the School includes in the Vocational Department as many subjects as is possible to aid the handicapped students to become self-supporting citizens without in any way weakening the literary and cultural aspects of the program. Our school has an A rating with the State Department of Education.

The basic requirements for the grade and high school courses are as follows:

KINDERGARTEN

Reading... { The Alice and Jerry Books—O'Donnell & Carey
Nip and Tuck—Storm
Elson Primer—Elson, Runkel and Gray
Beacon First Reader, Vol. I and II—Fassett
Games, Stories, Dramatizations, etc.

Spelling and Phonics
Language
Numbers
Nature Study
Rhythm Band
Development of Correct Attitudes and Habits
Handicraft—Development of use of hands and sense of touch
Music—Singing of simple songs
Physical Education.

FIRST GRADE

Reading... { Elson Basic Readers, Book 1, Elson & Gray
The Alice and Jerry Books, O'Donnell & Carey
At Home and Away, Smith
Bob and Judy Primer, Storm
Round About, O'Donnell & Carey
Friends for Every Day Primer, Baker
In City and Country, Smith

Spelling and Phonetic Drills { Fundamentals of Spelling, Horn & Ashbaugh
Beacon First Reader, Vol. III, Fassett
Games, Stories, Drills, Simple Written Work

Language
 Writing
 Numbers—————Child Book of Numbers Vol. I, Stone
 Social Studies { Nature study, Health, Development of
 correct attitudes and habits relating to morals
 and manners.
 Handicraft and Art.
 Music
 Physical Education

SECOND GRADE

Reading.... { The Elson Basic Readers Book II, Elson & Gray
 The Pathway to Reading, Second Book, Coleman,
 Uhl and Hosic
 New Friends, Lewis, Rowland and Gehres
 Alice and Jerry Reader, Friendly Village,
 O'Donnell & Carey
 Contraction Drill for Little Folks, Lien
 Spelling { Everyday Spelling, Suzallo, Pearson, Hellegas
 and { The Beacon First Reader, Vol. III
 Phonetic { Fundamentals of Spelling, Horn-Ashbaugh
 Drills { Outside Words Needed
 Language.....Practice for the Second Grade, Vols. I-II, Sharp
 Arithmetic.....A Child's Book of Numbers, Vols. I-II, Stone
 Writing
 Social Studies { Nature Study
 Health
 Correct Attitudes, morals and manners
 Art
 Music
 Physical Education

THIRD GRADE

Reading.... { The Pathway to Reading, Coleman, Uhl & Hosic
 Elson Basic Reader, Book IV, Elson & Gray
 The Wonder World, Lewis & Rowland
 Language { Alice and Jerry Reader, If I Were Going Through
 the Green Gate
 Prose & Poetry, Avery
 Language Practice for the Third Grade, Sharp
 English Activities—Grade III, Hatfield, et al
 Arithmetic.....Unit Mastery Arithmetic, Stone & Mills
 Spelling.....Everyday Spelling, Suzallo, Pearson & Hellegas
 Writing

Social Studies	{	History Stories
		Health
		Nature Study
		Morals and Manners
Music		
Physical Education		

FOURTH GRADE

Reading....	{	The Pathway to Reading, Coleman, Uhl & Hsieh
		Wonder Stories From Nature, Lewis & Rowland
		Prose and Poetry, Avery
		Alice and Jerry Reader, Singing Wheels, O'Donnell
		Facts and Fancies, Lewis and Rowland
Language	{	English Activities, Grade IV, Hatfield, et al
		Language Practice for the Fourth Grade, Sharp
Arithmetic.....		Unit Mastery Arithmetic, Stone & Mills
Spelling		Everyday Spelling, Vol. III, Suzallo, Pearson & Hellegas
Writing		

Social Studies	{	History Stories
		Geography
		Health
		Nature Study
		Morals and Manners

Home Economics
Music
Physical Education

FIFTH GRADE

Reading	{	The Pathway to Reading, Book V
		Coleman, Uhl and Hsieh
		The Child's World, Tate, Withers, Browne
Language		The Open Door Language Series, Scott, Congdon, Peet and Frazier
Arithmetic		Unit Mastery Arithmetic, Intermediate Book, Vol. I-VI, Stone & Mills
Spelling		Fundamentals of Spelling, Horn & Ashbaugh
Geography		Our World and Ourselves, Bigham & McFarland
Health		Health and Growth Series, Book III, IV, Charters, Smiley, and Strang
History		Arkansas Yesterday and Today, Knoop & Grant
Home Economics		
Music		
Morals and Manners		
Physical Education		

SIXTH GRADE

Reading.....	Pathway to Reading, 6th Book, Coleman, Uhl and Hosic
Arithmetic.....	Unit Mastery Arithmetic, Vol. VII-XII, Stone & Mills
Language.....	The Open Door Language Series, 2nd Book, Scott, Congdon, Peet, and Frazier
Spelling.....	Fundamentals of Spelling, Horn & Ashbaugh
Geography.....	Our Continental Neighbors, Bigham & McFarland Supplementary Reading
History.....	A First Book in American History, Beard & Bagley
Music	
Home Economics	
Morals and Manners	
Physical Education	

SEVENTH GRADE

Required	
English.....	The Open Door Language Series, 3rd Book, Part I, Scott, Congdon, Peet, & Frazier
Spelling.....	Fundamentals of Spelling, Horn & Ashbaugh
Arithmetic.....	Unit Mastery Arithmetic, Advanced Book, Part I, Vol. I-VI, Stone & Mills
Geography.....	Advanced Geography, McMurtry & Parkins
Home Economics	
Boys Industrial	
Physical Education*	
Social Adjustment*	
Elective	
Tuning	
Music	
Expression*	
*No Credit	

EIGHTH GRADE

Required	
English.....	The Open Door Language Series, 3rd Book, Part II, Scott, Congdon, Peet & Frazier
Arithmetic.....	Unit Mastery Arithmetic Advanced Book, Part II, Vol. VII-XII, Stone & Mills
History.....	History of the American People, Beard & Bagley
Braille Reading and Writing.....	Grade 2—.....Class Way to Standard English Braille, Wear
Home Economics	
Boys Industrial	
Physical Education*	
Social Adjustment*	

Elective

Typewriting—Beginners.....A Scientific Course in
 Typewriting, Deprew and Allie—Dictaphone for Rhythm
 Tuning
 Music
 Expression*

*No credit

NINTH GRADE

Required

EnglishSentence and Theme, Ward
 Six book reports required
 Civics.....The Citizen and the Republic,
 Woodburn and Moran
 Jr. Business Training.....First Studies in Business with
 Correlated Arithmetic, Beighy and Spanabel
 Home Economics.....Junior Home Economics Series,
 Friend and Shultz
 Boys Industrial
 Physical Education*
 Social Adjustment*

Electives

Typewriting, { 20th Century Typewriting, Lessonberry
 & Jevon
 Dictaphone—Comprehensive Typewriting,
 Hayes & Monk, First Half of Book
 and Records
 Gen. Science Introduction to Science,
 Caldwell & Curtis

Tuning
 Music
 Expression*

*No credit

TENTH GRADE

Required

English.....Composition and Rhetoric, Tanner
 Six book reports required
 AlgebraText and Tests in Elementary Algebra,
 Smith, Reeve, Morss
 World History.....Modern History, Hays and Moon
 Home Economics.....Junior Home Economics Series,
 Friend and Shultz

Boys Industrial
 Physical Education*
 Social Adjustment*

Electives

Biology. New Biology, Smallwood, Revely and Bailey
 Music
 Tuning
 Expression*

*No credit

ELEVENTH GRADE

Required

English.....Literature & Life, Book III, and High School
 Handbook of Composition, Wooley
 Six Book Reports required
 Geometry.....Plane Geometry
 Welchons and Krickenberg
 American History.....American People, West & West
 Home Economics.....The Home Economics Omnibus,
 Harris & Huston
 Boys Industrial
 Physical Education*
 Social Adjustment*

Elective

† { Psychology**.....A Primer of Psychology, Titchener
 { Sociology**.....Civic Sociology, Ross
 Tuning
 Music
 Expression*

*No credit

**½ Unit Credit

† Alternated with Economics and Salesmanship.

TWELFTH GRADE

Required

English.....Literature & Life, Book IV and High
 School Handbook of Composition, Wooley
 Six Book Reports required
 { Economics**.....Elementary Economics
 Carver and Carmichael
 † { Salesmanship**.....Salesmanship for Everybody,
 Ely and Starch
 Industrial Geography.....Industrial Geography, Whitbeck
 Home Economics.....The Home Economics Omnibus,
 Harris & Huston
 Boys Industrial
 Physical Education*
 Social Adjustment*

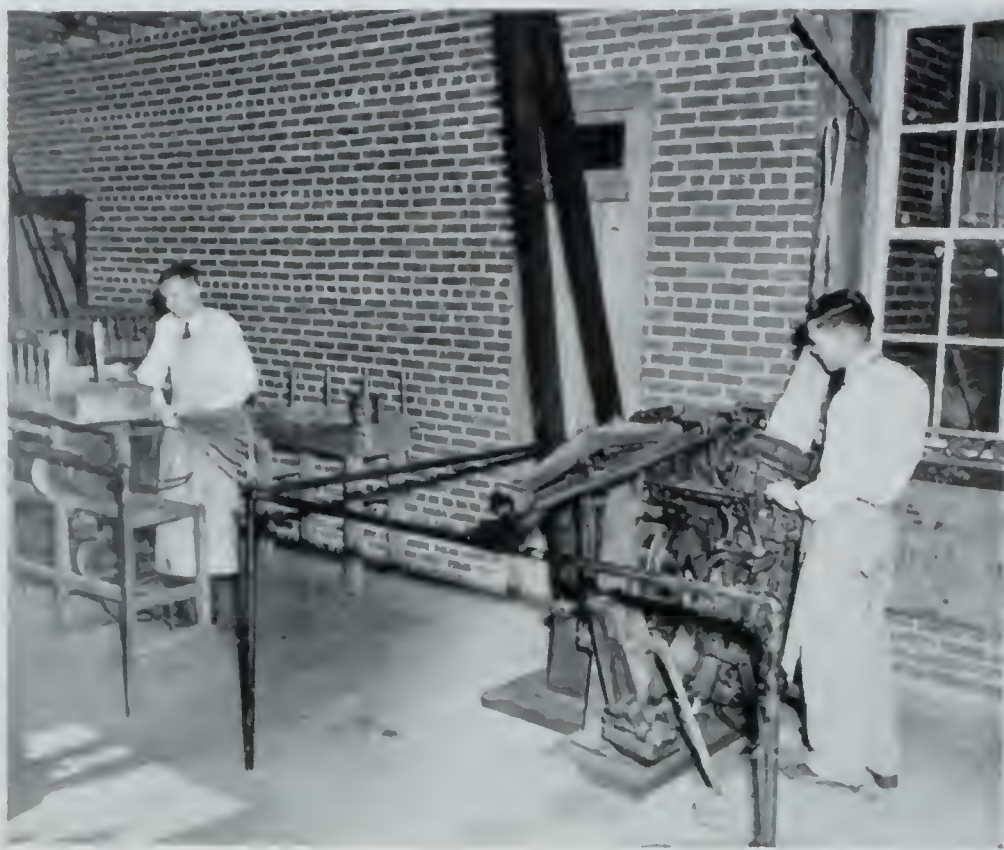
Elective

Business Arithmetic.....Business Arithmetic,
 Minor, Elwell, and Tonton
 { 20th Century Typewriting, Lessenberry
 Jevon
 Typewriting... { Dictaphone—Comprehensive Typewriting,
 Hays and Monk, Last half of Book
 { Dictaphone Business Practice, Monk
 Tuning
 Music
 Expression*

*No credit

**½ Unit Credit

† Alternated with Psychology & Sociology



BROOM WINDING AND STITCHING



MATTRESS MAKING

Sixteen units, including the above requirements, earned in grades nine to twelve are required for graduation. Certificates are granted for proficiency in certain subjects. To be granted a certificate in typewriting a student must have taken three years of typing and in addition pass certain speed and accuracy tests. For a certificate in Home Economics a student must have earned three units in Home Economics and have demonstrated definite homemaking ability by living for one year in the Home Economics Cottage. A certificate is granted to boys who successfully complete five and one-half units of work in Industrial Arts. To be awarded a certificate in Piano tuning a student must spend one period per day in the tuning shop for four years, preferably while in High School. He must be able to tune a piano thoroughly, do all phases of repairing and regulating and have a working knowledge of the theory of piano tuning.

To receive a certificate from the Music Department a student must complete the music course in either Piano, Voice or Organ including satisfactory completion of courses in theory and appreciation. They must render creditably a recital program.

BOYS' INDUSTRIAL DEPARTMENT

Because of their physical handicap instruction in the vocational trades has proven to be most useful to our pupils. The following trades are taught: Leathercraft, Fabrix Mats, Rubber Link Mats, Brush Making, Woodwork, Piano tuning and repairing, Vending Stand operation, Broom making, Mop-making, Chair caning, Furniture weaving, Mattress making, and Rabbit Raising.

We are happy to report that some of the graduates are following some of these trades successfully.

Requirements For Industrial Shop Certificate (boys)

I. INTRODUCTION TO SHOP PRINCIPLES, 7th grade. (45 minutes daily, two semesters)

- A. Miscellaneous jobs pertaining to shop up-keep and acquaintances.
- B. Rudiments of Broom and Mop Making.
- C. Chair Caning

II. BROOM AND MOP MAKING, 8th and 9th grades. (90 minutes daily, four semesters)

Prerequisite: One Year Shop Principles.

- A. First Semester
 - 1. Preparation of materials
 - 2. Care of materials
 - 3. Chair caning.



OVERALL VIEW 45 HUTCH VOCATIONAL RABBITRY



OPERATING POWER MACHINES IN WOODWORK

B. Second Semester

1. Sewing brooms
2. Finishing brooms
3. Principles of broom making
4. Mop making
5. Finishing mops
6. Chair caning

C. Third Semester

1. Broom making—grades and kinds

D. Fourth Semester

1. Review of A, B, C.
2. Care and repair of machines and equipment
3. Study of broom and mop prices, competition and sales.

III. WOODWORK, 10th grade. (90 minutes daily, two semesters) Using power tools when possible—depending on use of hands and sight.

Prerequisite: One year Shop Principles.

A. Course in woodwork.

1. Know the use and care of the following tools:

- | | |
|--------------------------------|------------------------|
| a. jack plane | s. wing dividers |
| b. block plane | t. rip saw |
| c. try square | u. coping saw |
| d. framing square | v. cross cut saw |
| e. combination square | w. key hole saw |
| f. scratch awl | x. back saw |
| g. rule | y. mitre saw and clamp |
| h. wood chisel | z. center punch |
| i. cold chisel | aa. nail set |
| j. wood file | bb. counter sink |
| k. flat file | cc. screwdriver |
| l. rat tail file | dd. cabinet scraper |
| m. brace bit | ee. hand scraper |
| n. bit brace | ff. spoke shave |
| o. star drill | gg. drawer knife |
| p. hand drill | hh. putty knife |
| q. marking gauge | ii. glass cutter |
| r. inside and outside calipers | jj. tinsnips |

2. Know how to:

- a. make different joints
- b. make glue joints
- c. use sand paper
- d. finish projects
- e. select tools

- f. build small home projects from written or oral instructions
 - g. best take care of tools
 - h. buy the most economical tools and materials
- 3. Construct the following projects:
 - a. First semester
 - 1. corner shelf
 - 2. several wall what-nots
 - 3. book rack
 - 4. magazine rack
 - 5. combination end-table and book rack
 - 6. other small projects of student's choice
 - b. Second semester
 - 1. one MAJOR project—to be selected with assistance of instructor
 - 2. other projects of student's choice

IV. GENERAL HOME - MECHANICS, LEATHERCRAFT, FABRIX MATS, RUBBER LINK MATS, and BRUSH MAKING, 11th grade. (90 minutes daily, two semesters).
Prerequisite: One Year Shop Principles and One Year Woodwork.

A. Home-mechanics

In order that the student may become more useful in Home Life it is necessary that he know how to do minor and even major repair jobs; jobs pertaining to elementary electricity, adjustments and fittings, plumbing, finishing, etc.

- 1. Projects:
 - a. To be able to put up shelves—using correct mountings under the circumstances
 - b. Know the commons kinds of glue in everyday use
 - c. Know the common kinds of glass in everyday use
 - d. Know the substitutes for wood
 - e. Be able to use common tool found in the home
 - f. Know the cause of warpage, shrinkage, etc.
 - g. Be able to repair broken furniture
 - h. Be able to tighten loose joints in furniture
 - i. Be able to fill cracks in wood
 - j. Be able to select proper wood for common needs
 - k. Know how to care for different furniture finishes
 - l. Be able to repair and fit screen doors
 - m. Know how to frame a picture
 - n. Know how to adjust roller-curtain springs
 - o. Be able to sharpen knives, etc. found in the home
 - p. Know how to prevent rust
 - q. Remove paint from glass

- r. How to hang pictures
- s. Be able to tie some common knots
- t. Know how to hang window shades
- u. Know how to lay linoleum
- v. Know how to put up a clothes line.
- w. Know how to put up roller curtains
- x. Know how to repair wall plugs
- y. Know how to repair or install drop lights
- z. Know how to hook up light sockets
- aa. Know how to make wire connections
- bb. Be able to make chicken coops
- cc. Be able to make bird houses

NOTE: Be able to do as many other home jobs as can be thought of or that comes to hand.

- B. Leathercraft
 - 1. Assembling and finishing
 - 2. Cost and retail prices
 - 3. Care of material and finished products
 - C. Fabrix Mat Construction
 - 1. Assembling and finishing
 - 2. Cost and retail prices—how to order
 - 3. Care of materials
 - D. Brush Making
 - 1. Construction
 - 2. Finishing
 - 3. Cost and retail prices
 - E. Rubber Link Mat Construction
 - 1. Assembling and finishing
 - 2. Care of materials
 - 3. Cost and retail prices
 - F. Furniture Weaving
 - 1. Materials
 - 2. Frames and Plans
 - 3. Finishing
 - 4. Cost and retail prices
- V. GENERAL SHOP, 12th grade. (90 minutes daily, two semesters.)
Prerequisite: Nos. I, II, III, IV.
- A. First Semester
 - 1. Review of No. II
 - 2. Mattress Making
 - 3. Rabbit Raising
 - B. Second Semester
 - 1. Review of Nos. III, IV
 - 2. Mattress Making
 - 3. Rabbit Raising



HOME MAKING ACTIVITIES IN THE RESIDENT HOME
ECONOMICS COTTAGE



HOME MAKING ACTIVITIES IN THE RESIDENT HOME
ECONOMICS COTTAGE

HOME ECONOMICS DEPARTMENT

According to many of the leading educators who attended the Convention of the American Association of Instructors of the Blind in Little Rock last June, the Home Economics Program and Cottage at the Arkansas School are unique in schools for the blind in the United States. They declared the building was the most attractive, home like, and practical of its kind and they admired the exhibit of students work which was on display at the cottage during the convention.

The Home Economics Cottage which has been in use for two years is a red brick structure with an exterior resembling the other buildings on the campus but an interior like a modern home with the exception of two class rooms.

Some attractive features of the spacious living room are the white panelled background for a Georgian Mantel, built-in book shelves, and the large windows reaching almost to the floor.

There is an adjoining dining room and a modern kitchen with built-in cabinets, gas range, electric refrigerator, and a breakfast unit. A small service porch off the kitchen may be converted into a laundry room when equipment is available.

The living quarters consist of two bedrooms and two baths for the use of the students and two teachers who live in the cottage.

The two classrooms are equipped with six sewing machines, a large work table, three hand looms, two rug frames, shelves for braille books and a display case.

The cottage has steam and gas heat, hardwood floors, and the walls are tinted a soft green especially selected because of its ease on the eyes.

The course of study in Home Economics provides daily classes for all girls in school from the sixth grade through the twelfth. In the grades the periods are forty-five minutes in length and in high school an hour and a half. In these classes students study many practical things such as sewing, cooking, meal planning and serving, table manners, child care, personal appearance, home nursing and first aid, house planning and furnishing, and home management. They learn many interesting crafts such as weaving, basketry, crocheting, knitting, bead work, leathercraft and rug making.

Students may keep the articles which they make for the cost of the material or they may sell them and receive 20% of the sale price.

A Certificate of Proficiency is awarded at graduation to each girl who has successfully completed the course in Home Economics.

The advanced girls have a practical course in home management as they live in the cottage at least one year where they plan, prepare, and serve breakfast every morning and dinner one evening each week. They also keep the house clean.

The aim throughout the Home Economics course is to prepare the blind and partially sighted girl to take her place in society, either as a homemaker or in a suitable career.

PHYSICAL EDUCATION DEPARTMENT

In its conception of service to mankind physical education is social-minded. Physical education is a branch of education founded on the sciences of sociology, psychology, physiology, and anatomy. As such, it has a very definite place in the educational world and meets squarely the challenge of the development of the whole child.

The physical education building is adequately equipped with machines for basic exercises for the boys. The floor is laid out for games and minor sports taught to the girls. This and other equipment enable both boys and girls to participate in a well-rounded program which the average school child enjoys.

One of the major objectives for the physical education program the past few years is the improvement of posture. In an effort to solve this problem, we give definite remedial exercises for the correction of poor posture.

We begin early to help the child develop coordination of mind and body through rhythmic games, for the girls, and exercises for the boys.

Keeping these aims in mind we are endeavoring to develop the child's body so that he may better pursue the normal activities of life.

SPEECH

Despite the efforts expended by teachers of reading, a good reader is the exception and not the rule. This carries over to the public speaker. Of course, silent reading, the ability to get the thought from the printed page, is highly important, but the effectiveness of the spoken word is measured by the quality of tone accompanying its utterance.

As the blind are peculiarly susceptible to sound effects, great care is exercised from the kindergarten throughout the grades to secure clear enunciation, distinct articulation, and

pleasing tone quality. Truly a most difficult task, but much can be accomplished by persistent effort here. Young people are rather imitative, and the voice of the teacher determines largely the voice of the student.

In order to encourage those students who show some aptitude as readers and public speakers, the course of study provides, under a thoroughly trained teacher, opportunity for advanced training in expression. It is hard to evaluate the worth of this training but results, if only in adding another accomplishment to the list, amply justify the time and effort to bring this about.

The program of speech has been broadened by having a recording machine and microphones in the Speech Department. This equipment has helped the students in such ways as: learning the technique of impression, the technique of expression, bodily activity, rhythm of vocal expression, quality of voice, force of voice, time factor in interpretation, and pitch of voice.

LIBRARY

The library, open to all students at set times, consists of about 9,000 volumes of braille. These volumes deal with all subject matter to be found in any high school library, fiction, history, reference material, adventure stories, poetry and text books. The books are secured through an appropriation by the Federal Government based on the enrollment of the Institution.

SPECIAL AWARDS

For the past four school terms Mr. E. A. Stanley, a member of the Board of Trustees, has presented Scholarship Medals to the best all-around boy and girl student in school. Lois Woodward from Morrilton and John Edward Chiles from Pecan Point won the awards for the term 1942-43. James Spakes from Herbine and Lois Woodward from Morrilton won the awards for the term 1943-44.

Each year since the coordinated health program was started in September, 1941, our school physician, Dr. Fred Harris, has offered four health awards; one to a girl and one to a boy under twelve years of age, and one to a girl and to a boy over twelve. The students are judged for the following qualifications:

1. Maintaining normal weight, or if underweight, consistent gain in weight.
2. Personal hygiene.
3. Eating a balanced diet or a special diet.
4. Corrective exercise.
5. No accidents.
6. No illness or hospitalization.

Winners 1942-43: Mary Ann Lambert from Mountainburg, Jeanne Mitchell from Alpena Pass, George Conner from Marianna, and John Edward Childs from Pecan Point won the awards for the term 1942-43.

Judy Bowman from Little Rock, Dorothy Kimbrell from Rison, James Spakes from Herbine, and Charles Whitson from Cabot won the awards for the term 1943-44.

Allie Langley from Smackover won the Dental Award presented by our school dentist, Dr. R. T. Cook for the term 1943-44.

Dorothy Kimbrell from Rison and Junior Dowdy from Piggott made the most progress in our social adjustment program and were presented the \$25.00 War Bonds given by Mr. H. A. Emerson.

These special awards being presented each year has helped to create a very wholesome school spirit among our students.

ARKANSAS BRAILLE NEWS

In October 1940 the first edition of the Arkansas Braille News, our school newspaper, was published in both braille and print. The paper is published three times a year, in November, February, and May.

It is transcribed into braille at the American Printing house for the Blind, Louisville, Kentucky, and copies are sent to all schools for the Blind in the United States and Alumni of this school.

The Arkansas School for the Deaf prints the printed copies and they are sent to the homes of our children and to other interested citizens throughout the state.

The children enjoy writing the paper and it is a means of letting other schools for the blind, the alumni, parents of the children and other interested citizens know of the activities of this school.

TYPEWRITING

Typewriting is a subject that all blind people are eager to take. As so few people, except those who are blind, read braille, typewriting is one means of communication for them with the outside world. They may take it in the 8th, 9th and 12th grades; and after they have learned it, they may have one period a week in which to write their personal letters.

In the 8th grade they learn the keyboard; they write from the braille text, and take dictation, and practice short exercises for speed and accuracy. In the 9th grade they study letter-



DICTAPHONE INSTRUCTIONS IN TYPING CLASS

writing and continue copy-work from the braille manual, having one speed test a month. The work of the 12th grade consists of a general review of typewriting and those who average forty words per minute are given a certificate of proficiency.

During the past two years, our students have been receiving typing instructions by the dictaphone method.

Although for many years the graduates have been skilled typists, they have not been able to fill stenographic positions due to their inability to take dictation. At present the students are receiving instructions in typing and learning to use the dictating and transcribing machines by means of a multiple unit consisting of eight stations. This training will qualify students to efficiently fill stenographic positions.

Many business offices with a large volume of correspondence are using blind stenographers with splendid results, and the United States Civil Service Commission has recently announced a policy of employing qualified blind stenographers in both the departmental service in Washington and the Field Service.

This training is opening to the visually handicapped a new means of economic independence, also it is felt that during the present emergency this training has enabled the handicapped to make a definite contribution to the war effort by helping to relieve the acute shortage of manpower.

TUNING DEPARTMENT

Up until about ten years ago Tuning was about the most practical vocation for the Blind in this state. The extensive use of the radio and other musical instruments in the home, during the period from 1927 to 1939 more or less replaced the piano. In 1924 over 400,000 pianos were being manufactured each year. In 1932 only 27,000, in 1941 over 200,000 pianos were manufactured which indicates the demand for tuners' services seems to be on the upward trend.

During the war the manufacture of new pianos has been restricted and reconditioned pianos are very much in demand throughout the state and this means potential tuning service. No doubt, after production is resumed piano tuning will continue to be a worthwhile vocation for visually handicapped people.

Even though tuning is not used as a vocation it has proven very practical and worthwhile to many of our graduates. Two former graduates have been able to pay their way through college by tuning pianos in the college and the surrounding community. Many others have been able to fall back on tuning as means of earning a living when they were unemployed.



VOCATIONAL TRAINING IN VENDING STAND OPERATION

In this department are taught temperament, tuning, action work and repairing, besides the general pitch and acoustics and their application in tuning. Graduates of the department are qualified to successfully fill positions in music stores and to do private tuning.

MUSIC DEPARTMENT

The Conservatory was designed to be an aid to this important department. A large room containing a grand piano, used for informal concerts, is surrounded by sixteen individual practice rooms, each opening into the large room and each containing its own piano. The Studio of the Conservatory Staff also lead from this large room. The pipe organ, one of the finest in the city, it located in the Auditorium.

The present Musical program of our school is a many-sided one. Our children represent families in every circumstance and walk of life and due to their abnormalty, they must be equipped for the surroundings into which they return when leaving school. It is our definite purpose to make them as well rounded as possible, musically, and to give them a greater appreciation of all types and classes of music. We believe, therefore, that there can be no set program designed to meet the need of every student but rather that each child must be dealt with individually so that his music will be a constant source of pleasure to him and his friends.

The course of study set up by the department includes the following: Piano, Voice, orchestral and band instruments, harmony, Music appreciation and history, in which we use the very valuable record collection recently donated by the late George B. Rose. With these courses we hope to prepare—in a measure—our children for social and financial success in this field and to make them assets rather than liabilities in their respective communities.

VENDING STAND REPORT

In September 1941 a Model Vending Stand was set up in the Administrative Building, as a part of our vocational program, to give our seniors training in the operation of Vending Stands.

Under the direction of the Principal and Steward of the School, our operators are instructed along the lines of business principles and they are required to do all the buying, selling, bookkeeping and making reports.

The training given boys and girls in this stand is helping them to enter the Vending Stand Program operated by the State Employment Service for the Adult Blind, if they choose

to do so after graduation. In addition it is a service very much appreciated by our faculty and students.

During the 1942-43 school year six students operated the stand with a net profit of \$313.63—\$52.27 being paid to each of them. In addition \$57.91 was deposited with the School to retire equipment purchased, and to serve as an equipment replacement fund.

During the 1943-44 school year seven students operated the stand with a net profit of \$340.25 — \$48.57 being paid to each of them. In addition \$81.15 was deposited with the School.

A. A. I. B. CONVENTION

Arkansas School for the Blind was host to the Thirty-seventh Convention of the American Association of Instructors of the Blind, June 26-30, 1944. Due to travel restrictions the attendance was small; however, the Convention was pronounced by those who attended as one of the best which had been held.

Summary of attendance:

Superintendent Delegates	22
Supervisor and Directors	2
Board Member Delegates	6
Teacher Delegates	35
Honorary Members	42
Total Number	107

Officers elected for 1944-45 and 45-46 were:

W. G. Scarberry, President (Ohio)
 W. E. Allen, Vice-President (Texas)
 Josef G. Cauffman, Secretary-Treasurer (Michigan)
 Francis Andrews, Chairman, Executive Committee
 (Maryland)

Members of Executive Committee:

F. E. Davis (Arkansas)
 W. C. Gill (Louisiana)
 (Mrs.) Elizabeth Carpenter (Missouri)
 Georgia Lee Abel (Iowa)

EXTRA-CURRICULAR ACTIVITIES

In order to render living more pleasant to our students who are unable to take part in many of the activities enjoyed by the more fortunate, advantage is taken of such opportunities as are offered to add to their pleasure. As about 60 per cent of the students are partially sighted, the picture shows furnish much enjoyment to those who care to attend them. Through the courtesy of Mr. John Rowley, Manager of the Arkansas Amusement Corporation, all students are admitted without charge to any of the movies under his control.

Through the courtesy of Mrs. Frank Vaughan, our children were permitted to attend the Concerts presented in Little Rock during the past two years. This privilege was greatly appreciated by the students.

Many attend services on Sunday, as far as possible at the church of their choice. Regular Sunday School and Devotional Services are held at the school each Sunday morning beginning at 8:30 and lasting one hour—the first thirty minutes being devoted to Sunday School—the last thirty minutes we have our devotional service conducted by a visiting minister from the city.

On Wednesday morning, from 10 to 10:30, Chapel services are held in the Auditorium, and these exercises have furnished much pleasure and profit to the students. During the session at these meetings the students and others were privileged to have with them many of our citizens who cheerfully gave their time and talent.

In many instances different departments of the School present the Assembly programs. This gives the whole school an opportunity to see some of the work of Departments and gives the children an opportunity to appear before the public.

Two of the most valued of our School organizations are the Girls' and Boys' Scout Troop. Under the able leadership of the Director of Physical Culture for Girls and Boys, these troops have appeared on several occasions of public functions.

Once each month there is a meeting of the High School Literary Society, the program being presented by the students, with a guest artist appearing on each program. At intervals the students are permitted to enjoy a social, under supervision of members of the faculty.

Since the Social Adjustment program has been put into effect many more activities have been planned for our boys and girls.



CLINIC

GRADUATES

A survey of the occupation of twenty graduates and one post graduate of the last four years was made with the following results: eleven were found to be gainfully employed, five are continuing their education in higher institutions of learning; two girls are married and unemployed other than in the home; two boys are unemployed at home, although good prospects are now contemplated for one of this number.

The optimistic tone of the above report is due, in part, to the expanded training program at the school, to a shortage of labor during the present emergency, and to the excellent cooperation with the Arkansas Employment Service for the Blind and the State Vocational Rehabilitation Department.

HEALTH

Health conditions have been very gratifying the past two years. We have had little serious sickness and no deaths. Dr. Harris, our School Physician, is very attentive and successful and Mrs. Raymond Sykes, our head nurse, and Mrs. Ruby Carter, the assistant, are experienced and efficient. We are very grateful for the skilled care given our children by our oculist Dr. W. J. Schwarz, and to Dr. R. T. Cook, who takes care of our dental work.

REPORT OF PHYSICIAN

Little Rock, Arkansas, June 1, 1944

Mr. F. E. Davis, Superintendent
Arkansas School for the Blind
Little Rock, Arkansas

Dear Mr. Davis:

In submitting the report as Physician of the Arkansas School for the Blind, permit me to express my appreciation to you and to the Board for the opportunity of having been of service to these children. The cooperation received from all departments has made the year 1943 and 1944 the most ideal year experienced during my tenure as Physician.

The health program for 1943 and 1944 has been maintained on the high level reported in 1941 and 1942. In addition to the usual program which consists of a physical examination for each child upon admission to the school, and the routine immunization program which consisted of smallpox vaccination and diphtheria immunization, at the beginning of the school year and each month thereafter each child was weighed and measured to determine the progress made in weight gained and in a few instances weight loss in obese children. This past year the

urine of each child has been examined, a Wasserman test has been run on each child and all the children were given the skin test for tuberculosis and the ones who had positive tests had X-rays of the chest, which were negative for tuberculosis. Also, each child was given nine doses of cold vaccine beginning in October and continuing through February. This reduced incident of colds and hospitalization approximately 50 per cent.

The Nurses, Physical Education Teachers, Dietitian and Home Room Teachers, all have cooperated to coordinate the entire program for the betterment of the health of the student body, and to improve the individual health of the child.

In order to promote an interest in health and to reduce minor accidents, health medals were given at the end of the year to a boy and a girl in the elementary grades and the high school grades. Rules for the health contest are as follows:

1. Consistent gain in weight or maintenance of normal weight.
2. Personal hygiene and good mental hygiene.
3. Eating a balanced diet or special diet.
4. Corrective exercise, good posture.
5. Free from accident.
6. No illness or hospitalization.

The winners of the health contest were:

Boy over twelve—Charles Whitson
 Girl over twelve—Beulah Faye Chambers
 Boy under twelve—James Spakes
 Girl under twelve—Judy Bowman

At the beginning of this year, there were 21 students under-weight, and receiving mid-meal feedings. Thirteen of these have gained their normal weight, and the others are making consistent gains.

Hospital Report:

	1942-43	1943-44
Colds	19	52
Constipation	11	3
Convulsions		4
Earache	1	1
Chickenpox	16	
Croup	1	1
Pediculosis Capitis	4	1
Bronchial Pneumonia		1
Intestinal Flu		1
Mumps		2
Measles		2
Scabies	8	4
Malaria	1	1
Tonsilitis	1	11
Post Tonsil Hemorrhage		2
Minor Injuries (Sprains, lacerations, contusions, etc.)	3	2
Tooth Extractions	2	1
G. I. Disturbances	6	15
Stomatitis		2
Smallpox Reactions		2
Minor Infections	3	8

Sub Acute Glaucoma	1
Pain in Eye	1	2
Patients in Hospital	84	157
Days in Hospital	442	672
Mantoux	11	10
Smallpox immunizations.....	10	18
Typhoid immunizations.....	37	29
Diphtheria immunizations.....	12	23
Urinalysis	20	26
Wassermans	14	26

COLORED

Smallpox immunizations.....	6
Typhoid immunizations.....	10
Diphtheria immunizations.....	6

At the 36th Biennial Convention of American Association of Instructors of the Blind which met June 27, 1944, the health program at our school was presented by the writer as a model health program for Blind Schools.

It is a distinct pleasure to commend Mrs. Ann Sykes, Registered Nurse, for her fine work, and splendid co-operation. Her assistant, Mrs. Ruby Carter was a cheerful and valuable aid at all times. The cooperation of the entire faculty makes our health program a success and my deepest appreciation is extended to them.

Mr. Davis, you have been of inestimable value to all of us by your wholehearted cooperation and cheerful encouragement. The Arkansas School for the Blind now has a complete health program which is outstanding, and not surpassed by any State or private Institution.

Respectfully submitted,

FWH/fb

(Signed) FRED Wm. HARRIS, M. D.

REPORT OF OCULIST

September 23, 1944

Mr. F. E. Davis, Superintendent
Arkansas School for the Blind
Little Rock, Arkansas

Dear Mr. Davis:

Dr. Raymond C. Cook was called to active service with the Navy in September 1942 and I was selected by the Board to carry on the work that the preceding ophthalmologists at the school had done. In submitting the report I wish to express my appreciation to you, the staff and especially the nurses for the cooperation they have given me.

At the beginning of each new school year all new students were given thorough eye examination. On those with minor conditions treatment was started the first day and these patients



SMALL BOYS AT PLAY



SKATING RINK

were rechecked carefully at regular intervals. Following is a report of the work done:

	1942-43	1943-44
Eyes needled	7	2
Refractions	3	12
Glasses	3	8
Enucleations	2	2
Trachoma cases treated	2	2
Tonsilectomies	6	12

Of the eyes needled for congenital cataracts improvement of vision was noted in five and two of these students vision was improved enough for them to be admitted to public schools. Of the refractions done four children were corrected enough with glasses to carry on their work in public schools.

As you may notice tonsilectomies were done on some of these children and we shall do more as soon as some of them are physically able.

In closing this report I again wish to express my thanks to you, Mr. Davis, and the very efficient nursing staff of the infirmary. Since the Board has seen fit to have me carry on this work for another year I wish to express my gratitude to them with the determination to carry on the good work as my predecessors have done.

Respectfully yours,

WJS:ga

(Signed) W. J. SCHWARZ, M. D.

REPORT OF DENTIST

Dental Report	1942-43	1943-44
Teeth cleaned	14	12
Extractions	30	46
Alloy Fillings	73	131
Porcelain Fillings	1	2
Gums treated	4	2

Respectfully submitted,

DR. R. T. COOK, Dentist

CAUSES OF BLINDNESS

ARKANSAS SCHOOL FOR THE BLIND—WHITE

1942-43

Prepared by the Committee on Statistics
American Foundation for the Blind

ALL CAUSES—BY ETIOLOGY	No. 98	% 100.0
Infectious Disease	22	22.4
Meningitis	3	3.1
Ophthalmia neonatorum—gonorrheal	4	4.1
Ophthalmia neonatorum—not specified	4	4.1
Syphilis — prenatal	4	4.1
Trachoma	2	2.0
Infectious diseases, not specified	5	5.1
TRAUMA (Including chemical burns)	8	8.2

Non-occupational activities		
Birth processes	2	2.0
Play or sport	5	5.1
Non-occupational activities, not specified	1	1.0
NEOPLASMS (all types) (69.0)	2	2.0
PRENATAL ORIGIN (not elsewhere classified)	43	43.9
Hereditary origin, established	1	1.0
Hereditary origin, presumed	11	11.2
Prenatal origin, cause not specified	31	31.6
ETIOLOGY UNDETERMINED OR NOT SPECIFIED	23	23.5
Unknown to science	2	2.0
Undetermined by physician	20	20.4
Not Specified	1	1.0

Statistics of the Blind*

Age Distribution

Group—Arkansas School for the Blind—White		School Year 1942-43	
(Age on last birthday (as of 12/31/42))	Code	Number	Per Cent
All Ages		98	100.1
5 to 9 years	'37 to '38	13	13.3
10 to 14 years	'32 to '28	48	49.0
15 to 19 years	'27 to '23	27	27.6
20 to 24 years	'22 to '18	9	9.2
25 to 29 years	'17 to '13	1	1.0
AGE AT ONSET OF BLINDNESS			
All Ages		98	100.0
Prenatal	90	49	50.0
At birth	91	8	8.2
Under 5 years		18	18.3
Under 1 year	00	4	4.1
1 year	01	5	5.1
2 years	02	2	2.0
3 years	03	2	2.0
4 years	04	5	5.1
5 to 9 years	05 to 09	8	8.2
10 to 14 years	10 to 14	8	8.2
15 to 19 years	15 to 19	2	2.0
Age at onset of blindness not reported	99	1	1.0
Not Blind	92	4	4.1

* Compiled by Committee on Statistics of the Blind
American Foundation for the Blind

PER CAPITA COSTS

The most recent data on any sizeable number of Schools for the Blind in regard to per capita cost has been received from a survey conducted by the Iowa School for the Blind, Vinton, Iowa, based on the 1943-44 school year.

The following schools furnished information on this study:

Alabama	Nebraska
Arizona	New Mexico
Arkansas	New York State
California	North Carolina
Colorado	North Dakota
Florida	Ohio
Illinois	Oklahoma
Indiana	Oregon
Iowa	Pennsylvania
Louisiana	Perkins
Maryland	South Carolina
Michigan	Tennessee
Minnesota	Texas
Missouri	Utah
Montana	Washington State
	West Virginia
	Wisconsin

Results of information obtained from the above schools show:

1. Number of replies 32
 2. Highest per capita cost \$1,490.00.
 3. Lowest per capita cost \$375.00.
 4. Average per capita cost \$769.00.
- Arkansas School for the Blind per capita cost \$505.00.

Variation in per capita cost is caused in many instances by factors other than economy. Repairs and replacement expenditures, price fluctuations and increases or decreases in enrollment are examples of that fact. Some schools have been able to reduce their per capita costs by extending services to the adult blind and partially sighted children.

OUR FUTURE NEEDS

Colored School for the Blind

The existing school buildings for negro children, located at 11th and Battery Streets, are over sixty years of age, in very poor condition, and wholly inadequate in size and facility. As well, they constitute a serious fire hazard not alone dangerous to blind children, but to surrounding property. Today, only about one-half of all eligible blind negro children can be ac-

cepted because of inadequate plant. Furthermore, it is not possible to present those who do attend an expanded educational program. This condition can only be remedied by the construction of new facilities.

Sight Saving Classes

One out of every 500 school children cannot see well enough to read ordinary print yet cannot be classified as blind* and should not be compelled to read braille. There are approximately 200 such children (between 20/70 and 20/200 vision) in the state. About two thirds of these children should be attending sight saving classes. A few of the larger cities in the East have organized such classes. However, rural and semi-rural communities do not have enough such pupils to justify the establishment of special classes or methods required by their handicap. In their efforts under these impossible conditions to achieve in comparison with the fully sighted students, they lose their remaining vision, develop failure complexes and become retarded. Often the child himself does not know why he fails to make his grades; the teacher of normal seeing children, not realizing the case, classifies the pupil as a laggard, or perhaps worse still, as lacking mental efficiency. Eventually, not being able to keep up with his grade, the pupil drops out of school, perhaps later coming to the School for the Blind too late to save what vision he had. Being older, retarded, discouraged, and economically dependent, many drop out of school, with inadequate preparation. They subsequently become heads of families which often become wards of the state.

It is the opinion of the writer that the partially sighted children are probably the most neglected group in the state. The adaptation and extension of our methods and program to include the partially sighted whose needs can not be met by rural or semi-rural communities should be made at the earliest possible time.

Planting and Landscaping Campus

Since the main building program for the new school was completed in 1939, no funds have been available to complete the detailed planting and landscaping plans of the campus. Leveling, grading, sodding and planting is necessary to make the grounds commensurate with the fine new buildings and to eliminate hazards to visually handicapped children, to provide safe and suitable areas for playgrounds and outdoor exercise, and to place the access areas and grounds in condition for proper and efficient maintenance at a minimum cost. In keeping with developments at other State institutions this program should be put into effect immediately.

*Biennial Report Missouri School for the Blind 1913

MONEY EXPENDED FOR THE YEAR ENDING JUNE 30, 1943

Salaries	\$30,495.00
Insurance	600.00
Maintenance, including food supplies, transportation for dependent children, equipment, utilities, household supplies, repairs and all things necessary to the operation of the school	24,099.38
Refund to State Treasurer62
TOTAL APPROPRIATION	\$55,195.00

MONEY EXPENDED FOR THE YEAR ENDING JUNE 30, 1944

Salaries	\$32,580.00
Insurance	950.00
Maintenance, including food supplies, transportation and clothing for dependent children, equipment, utili- ties, household supplies, repairs and all things necessary to the operation of the school	29,198.43
Refund to State Treasurer	1.57
TOTAL APPROPRIATION	\$62,730.00

ARKANSAS SCHOOL FOR THE BLIND APPROPRIATIONS

	1945-46	1946-47
Maintenance	\$12,500.00	\$12,500.00
Food	15,000.00	15,000.00
Clothing	700.00	700.00
Insurance	1,150.00	1,150.00
Equipment and Repairs	2,500.00	2,500.00
Improvements to Buildings and Grounds	2,000.00	2,000.00
Salaries	37,230.00	37,230.00
	\$71,080.00	\$71,080.00

CONCLUSION

The cost of maintaining this school cannot be favorably compared with the cost of maintaining other institutions where no educational program is carried out. A residential school of this type has not only the responsibility for academic and vocational instruction but must also provide a wholesome home life for the pupils. Therefore, a carefully planned health, educational, recreational and citizenship program is administered. It is a tremendous responsibility but one which challenges the best efforts of all members of the staff.

My thanks are due to His Excellency, the Governor, the members of the Board of Trustees, members of the Legislature, our faithful employes and all others who have contributed to the success of the Institution. It has made my work pleasant.

Respectfully submitted,

F. E. DAVIS, Superintendent.

